

ACCOUNTABILITY UPDATE

Office of Educational Accountability

There are some important report card updates this week pertaining to Growth and Gaps calculations, and important timelines to announce. Please share this information within your district. Contact your [Accountability Trainer](#) or our office with any questions.

Report Card Public Release: **November 21**

Final public Accountability Report Cards will be released on Tuesday, November 21st. As usual, the report cards will be publicly available on this page: <https://dpi.wi.gov/accountability/report-cards>. In preparation for the public release, OEA will release updated secure preliminary report cards in [SAFE](#) for your final review by Friday, November 17th. We will also release embargoed statewide data by Friday, November 17th. The embargo on statewide data will be lifted with the public release.

The public release of the report cards will no doubt attract attention in your community. We are working on additional resources to support schools and districts in communicating report card scores. However, many [report card resources](#) are already available, and we encourage you to make use of these.

WISEdata Snapshot: **December 5**

In order to give districts time and space to focus on the public release of the report cards, we have pushed back the upcoming WISEdata snapshot. **The snapshot will now be on Tuesday, December 5th** instead of November 21st. We encourage you to take the additional time to ensure your district's data flowing into WISEdata are of the highest quality possible. As a reminder, once a snapshot occurs, the data are certified and final. These data will be used in next year's accountability reporting – in both state accountability report cards and ESSA federal accountability reporting, as well as in the WISEdash Public Portal.

As stated in last week's [snapshot letter](#), given the impact and long-term use of these data, it is critical that your district's data are accurate at the time of the snapshot. We encourage district and school leaders, principals and building teams to work closely together in the coming weeks to prepare for the snapshot. Please feel free to share this short [guide to snapshots](#) with your district administrators and school leaders. For basics on WISEdata, please share this short [guide to WISEdata](#).

Closing Gaps Technical Adjustment

An adjustment has been made to the number of years that are used for the statewide comparison groups' Closing Gaps score. This has been applied to ELA, mathematics and graduation gaps. Closing Gaps scores remained stable or increased as a result of this change, which you will see when updated secure report cards are released in SAFE (available by Friday, November 17). This was done in order to more appropriately compare school and district performance over time. This adjustment is also described in our new resource, the [Closing Gaps Guide](#) (see below). We are working to incorporate the specific step-by-step walkthroughs in both the [Technical Guide](#) and the Closing Gaps Guide, and expect to have those technical walkthroughs updated shortly.

In the Closing Gaps priority area of the report cards, a minimum of three consecutive years of data is required, and up to five years of data are used when available, for both the target group within the school and for the statewide comparison groups. For schools and districts with a target group that doesn't have all five possible years — they have three or four years of data — the Gaps calculation has been adjusted to use the same time span in the statewide comparison group's slope. In other words, the statewide comparison group calculation adjusts based on the number of consecutive years of data available for the school or district.

For example, if the school or district has three years of data for their economically disadvantaged (ECD) target group, the statewide comparison group's trend is limited to the same three years, even when five years are available for the statewide non-ECD comparison group. In such cases, the report card will display NA for the restricted years for the statewide comparison group.

We made this adjustment, in large part, based on the feedback we received from schools, districts and CESA partners who have really dug deeply into the report card data and calculations. For that, we're very grateful.

Closing Gaps Guide: [New Resource](#)

Our office has received a number of detailed questions on the Closing gaps priority area. We are pleased to hear so many of you are digging into the details of this calculation. In order to facilitate broad and deep understanding of the Closing Gaps calculations, we have created a [Closing Gaps Guide](#). This is a new resource, providing a detailed description of how Closing Gaps works. It is meant to supplement the information contained in the [Interpretive Guide](#) and [Technical Guide](#).

This guide covers which student groups are used, how the comparison groups work, which years of data are used and when (see technical adjustment above), calculation of the Gaps scores, interpreting Gaps score data, and a technical appendix that describes the calculation behind the rate of change. Please note that we're working to incorporate the updated walkthrough of the calculation; we'll post a final version of the Closing Gaps Guide with the complete walkthroughs prior to the public release.

You'll note that while the new Gaps Guide is available, it is in draft form. We welcome your feedback on this document as well.

District Growth Score Changes

OEA staff identified an error in the calculation of district growth scores during the secure release of the preliminary report cards. The vendor that calculates value-added scores for the accountability report cards has fixed the error and provided OEA with updated district growth scores. No school-level growth scores are impacted, only district growth scores. With this correction, approximately half of district growth scores improved, and half of district growth scores declined. The vast majority of district score changes do not result in a category change.

Districts will be able to see the corrected Growth scores when updated secure report cards are released in SAFE (available by Friday, November 17).

~OEA
Office of Educational Accountability
608-267-1072

WISCONSIN STATEWIDE ASSESSMENT SYSTEM UPDATE

Office of Student Assessment

OSA Office Hours Webinar

Our second OSA Office Hours webinar for the year is scheduled for Thursday, November 16 from 9:30 - 10:30 a.m. Access information for the webinar is as follows:

- From your computer, go to the [GlobalMeet login page](#).
- Choose “Enter as a guest.”
- Enter your name and email address (you do NOT need to “Register”).
- Click “JOIN MEETING.”
- Connect audio. The preferred option is to “Call My Phone.” *(A supplemental calendar invite containing a one-page audio connection reference guide will be emailed prior to the webinar.)*

If you are not able to join us, the recorded webinar will be available on our website within about a week.

ESSA Waiver – Public Comment Period Ends November 12

Under the Every Student Succeeds Act (ESSA), the number of students who may take the alternate assessment is limited to no more than one percent of the total of all students in the state who are assessed in a given subject. States are required to seek a waiver of this cap if anticipated that the state will exceed the one percent cap. The department anticipates the cap will be exceeded for the 2017-18 school year and is requesting a waiver from the secretary of the United States Department of Education (ED). The department is seeking public input as part of this process. Please see the [DPI website](#) for more information.

Help Us Build Strategic Assessment Systems Together!

Thank you to all who have joined our work in building assessment and data literacy! We have an outstanding group of Wisconsin educators including teachers, math and literacy coaches, administrators, curriculum and instruction experts, etc. on our Classroom Data Tool User Advisory Group. This group is advising the applications development team around designing the Classroom Data Tool. Their ideas and suggestions have been incorporated into the work of the team so that we are able to provide the best tool possible for educators in the field. We are always looking for more user group members! Please read the [Classroom Data Management Tool Advisory Group Description](#) for more information about the role of the user group within this project. Our next online meeting is on Monday, November 13 from 3:30 p.m.-4:30 p.m. Contact lauren.zellmer@dpi.wi.gov if you are interested in participating.

Forward Exam

Opportunity to Provide Feedback on Performance Level Descriptors

Performance Level Descriptors (PLDs) provide an overview of the knowledge, skills, and abilities of students at specific performance levels — below basic, basic, proficient, and advanced — on the Forward Exam. PLDs have been drafted for grades 3-8 in English language arts and mathematics and are now posted for public review and comment. You can find the draft PLDs and a survey to provide feedback at the following link: <https://dpi.wi.gov/assessment/forward/data#PLDs>. The survey must be submitted by Friday, November 10.

2018 Forward Exam District Technology Coordinator (DTC) Training and Resources Available

DTC training webinars were held on October 25 and November 1, and over 300 DTCs attended the training. The webinars were recorded and are available on the [Forward Exam Technology Requirements webpage](#) for anyone who was not able to attend the live webinar. Technology readiness resources are also now available on the [Forward Exam Technology Requirements webpage](#).

DTCs please mark your calendars for the following:

- January 17, 2018 - Refresher technology training/Q&A
- February 14, 2018 - Technology Q&A
- March 14, 2018 - Technology Q&A

TTS/Read Aloud Accommodation Change

New this year is a change to the Text-to-Speech (TTS)/read aloud accommodation for the Forward Exam. The TTS/read aloud **accommodation** allows the student to listen to ELA test information displayed on the screen, including test directions, questions, answer choices, and **ELA reading passages**. This accommodation may only be provided to a student with visual impairments who is not proficient in contracted Braille, whose need is documented in an IEP or 504 plan and has met all five criteria on the *Guidelines for Administration of the TTS/Read Aloud Accommodation for the Forward Exam* form. Students who do not meet this criteria, but require TTS or read aloud, should use the designated support, including those with IEP or 504 plans. TTS/read aloud designated support allows the student to listen to test information displayed on the screen, including test directions, questions, and answer choices for all content areas (just not the ELA session 4 reading passages). The *Guidelines for Administration of the TTS/Read Aloud Accommodation for the Forward Exam* form and more information **is now available** in the 2017-18 Accessibility Guide, available on the [Forward Exam Accommodations and Supports webpage](#).

Updated Important note: DACs should *remove permissions from and make inactive* any individuals in eDIRECT who are no longer employed by the district and adjust user roles to sync with recent staffing changes.

Dynamic Learning Maps (DLM)

1.0 Percent Notification Letters – Districts who exceeded 1.0 percent participation in the subject areas of ELA, math, or science will be receiving a letter from the department with their district data as well as a copy of the Verification Form this month. Districts are responsible for completing the form and returning it to DPI per instructions included in the letter. IEP teams may find the [Guide to Determining Students with the Most Significant Cognitive Disabilities](#) helpful while looking at their data and completing the Verification Form.

District Test Coordinator Checklist – DPI has created a simple step by step checklist of all DLM DTC responsibilities. In addition, a Test Administrator Checklist is also available for teachers administering the DLM assessment. These are both available on [DPI website](#).

Reminder:

Required Test Administration Training – All district assessment coordinators (DACs) have now been added to [Moodle](#) as facilitated trainers. Please see the [Guide to the DLM Required Test Administration Training](#) for login information. **Teachers who have moved districts or changed their emails should contact the [DLM Helpdesk](#) to merge their Moodle accounts. They will need to provide their old email address as well as their new email address.**

All test administrators (anyone with a 'teacher' role in Educator Portal) must complete the required training prior to administering the DLM assessment and the optional instructional assessments (Instructional Tools Interface or ITI).

- Returning test administrators will be required to complete a refresher module and quiz as well as a science module and quiz (approximately 1 hour and 25 minutes).
- New test administrators within the DLM system will be expected to complete four required modules and quizzes (approximately 3 hours). The training modules are now available. We encourage test administrators to complete their training as early as possible and to not wait until the test window to complete the modules.

KITE® Client is the secure browser used by students taking DLM assessments. Please ensure that the most recent version of KITE Client is installed on devices. For new devices that have never had KITE Client installed, please see the instructions for downloading KITE 5.0 on the DLM website under the [KITE Suite](#) heading. For devices that have a previous version of KITE Client (version 3.0 was used during the 2016-17 school year), the KITE Client interface will be automatically updated to KITE Client 5.0 for the 2017-18 school year.

- Auto-update will be prompted when the device is powered on, connected to the internet, and KITE Client is launched.
- Auto-update went out August 31, 2017.
- After the update is downloaded, the user will be prompted to restart the KITE Client.

The auto-update takes about 10 minutes. Be sure to allow enough time for the auto-update.

School Assessment Type - Alternate (SATA)

In an effort to more accurately identify students anticipated to take the DLM alternate assessment under the new ESSA participation cap, we are asking districts to utilize the Student Characteristic SATA in WISEdata. The department began including additional validations around this indicator on October 12, 2017. All students taking the alternate assessment (DLM) must qualify as a student with the most significant cognitive disabilities as outlined below.

In Wisconsin, a student with the most significant cognitive disability:

- typically is characterized as functioning at least two and a half to three standard deviations below the mean in both adaptive behavior and cognitive functioning; **and**
- performs substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations and accommodations; **and**
- requires extensive, direct individualized instruction and substantial supports to achieve measurable gains, across all content areas and settings.

Only a student who meets these criteria and participates in the alternate academic achievement standards may take the alternate assessment.

ACT HIGH SCHOOL ASSESSMENTS

Save the Dates for Test Administration Q&A Training Webinars

All webinars will be recorded and linked to the DPI and ACT WI websites.

ACT and WorkKeys

November 8	10:00 a.m.	Accommodations	https://act.ilinc.com/register/htcwkph
November 30	2:00 p.m.	Test Administration #1: Orientation, Configuration, Verification, & Preparation	
January 18	2:00 p.m.	Test Administration #2: Administration, Transportation, & Interpretation	

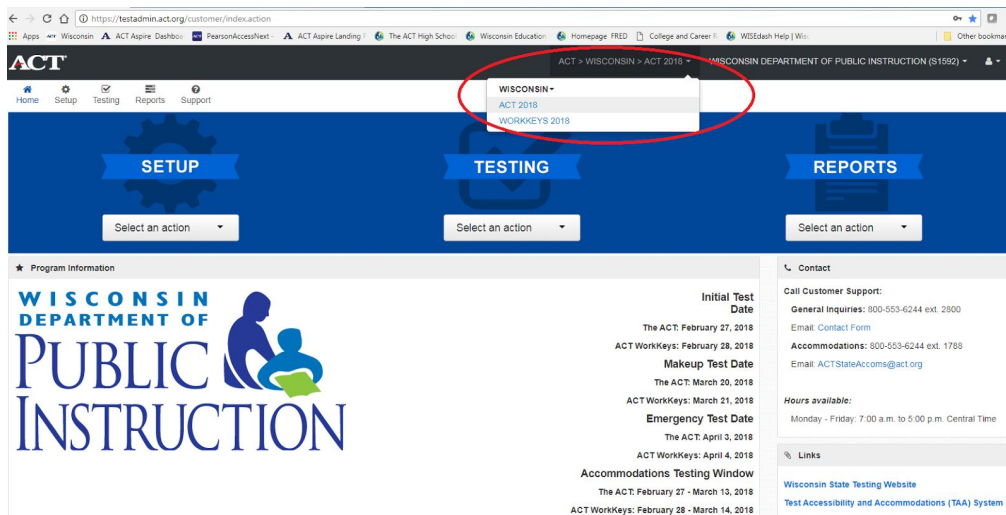
Aspire

February 6	10:00 a.m.	Technology Readiness
February 8	10:00 a.m.	Test Administration

ACT with writing and WorkKeys

DAC Action Item: Manage School Test Coordinator Contact Information

- StateTesting@act.org sent an email to DACs on November 6 with a link to access [PearsonAccess^{next}](#).
- **DACs must log into PANext to check to be sure test coordinator contact information is accurate for both ACT and WorkKeys.**
- DACs log into the 2018 PearsonAccess^{next} (PA^{next}) portal to manage test coordinator contact information and add additional PA^{next} users if needed.
- Steps to add a test coordinator to PearsonAccess^{next} :
 - (1) Add the individual as a PearsonAccess^{next} user.
 - (2) Then, add them as the Test Coordinator for ACT.
 - (3) Change to the WorkKeys 2018 section of the site.
 - (4) Add the person as the test coordinator for WorkKeys.
- Instructions for managing test coordinator contacts for ACT and WorkKeys are available in the [PearsonAccess^{next} User Guide for the ACT](#) and the [PearsonAccess^{next} User Guide for WorkKeys](#).
- **Make sure to update for both ACT and WorkKeys. This requires changing the test type in the upper-right corner from ACT 2018 to WORKKEYS 2018 to ensure your updated information is captured for both assessments.**



Window to Submit ACT Accommodations Requests Now Open

- School staff can now request ACT-approved accommodations and English Learner supports through the [Test Accessibility and Accommodations \(TAA\) System](#).
- Staff without access to TAA can request access directly from the [TAA website](#).
- The deadline to submit accommodations requests and documentation for ACT is **January 12**.
- If a student has previously approved ACT accommodations, the test coordinator must still manually apply the accommodation to the state test dates in TAA.
- Contact ACT at (800) 553-6244 ext. 1788 or ACTStateAccoms@act.org with accommodations-specific questions.
- Resources:
 - [List of Allowable Accessibility Supports](#)
 - [Quick Start Guide for Requesting Supports](#)
 - [ACT Policy for Accommodations Documentation](#)
 - [ACT Policy for EL Documentation](#)
 - [What You Need to Know about EL Supports on the ACT](#)
 - [TAA User Guide](#)
 - [DPI ACT Accommodations Webpage](#)
 - [DPI EL Supports Webpage](#)

Reading Readiness

Reading Readiness Results

- DPI will load 2017-18 PALS, MAP and STAR reading readiness results to WISEdash for Districts. Districts who had student data loaded for these screeners in 2016-17 will continue to have their data loaded in 2017-18. Districts that did not previously sign a data release will need to do so in order to have their data uploaded into WISEdash. Information on data sharing agreements can be found at:
 - PALS - <https://dpi.wi.gov/assessment/reading-readiness/FAQ#data>
 - MAP - <https://dpi.wi.gov/wisedash/districts/about-data/map>
 - Star - <https://dpi.wi.gov/wisedash/districts/about-data/star>

ACCESS for ELLs

New

- **ACCESS Test Setup is now Open**
 - You may now export your rosters and begin adding accommodations. (See page 81 of the [WIDA AMS User Guide](#) for instructions.)
 - For smaller numbers of students, you can modify accommodations individually using the edit student function.
 - You may add, delete, and modify test sessions.
 - You may add new students, although these students will not have an order placed for them. Overage sent with the initial order should cover most new students.

Reminders

- ACCESS Materials
 - Orders were calculated automatically on November 1.
 - You will receive these orders on November 30.
 - DRC will ship extra materials this year to cut down on additional orders.
 - Please share materials between schools in your district before ordering more.
 - Return any unused materials at the end of the test window.
 - Additional materials can be ordered November 30 - February 2 with 2-day shipping.
- Technology
 - The 2017-18 Technology User Guide can be found on the ACCESS for ELLs 2.0 [technology page](#).
 - The Device Toolkit has been revamped and updated. A tutorial and demo are available [here](#).
 - WIDA AMS resources, including the new user guide and short how-to videos, are now available through the “[WIDA AMS](#)” selection on the Assessment drop-down menu on the [main WIDA webpage](#).
 - TSM and INSIGHT are available in the [WIDA-AMS](#) under General Information > Technology Downloads.
 - INSIGHT is the same for Forward, ACCESS, and the WIDA screener. Existing installs should auto-update when launched.
 - There are separate TSMs for Forward and ACCESS/WIDA screener. Ensure that the ACCESS TSM 9.2 is installed and connected through the COS - Device Toolkit.
- Training
 - The 2017-18 Test Administrator’s Manual and District and School Test Coordinator’s Manual can be found on the “[Preparation and Training](#)” tab on the [ACCESS for ELLs 2.0 webpage](#).
 - There is a new tab on the ACCESS for ELLs 2.0 page, “[Preparing Students](#),” with resources educators can use to get their students ready for testing.
 - Staff need an account on the [wida.us](#) website to access training.
- Calendar for year posted [here](#).

NAEP and International Assessments (selected schools only)

- **NAEP Schools:** In January, you will have a pre-assessment task of updating your student lists to reflect any changes in enrollment between now (when the state is e-filing for you) and then. The default method to update your lists will be to submit an Excel spreadsheet with your full grade (4, 8, or 12) enrollment of students’ names and birthdays. There is an alternate method of adding students’ names/birthdays one at a time, which might be quicker for schools with low mobility rates. There will be more information posted on schools’ MyNAEP pages, but if your

schools think they will want to add one student at a time instead of uploading a full list, please let Angela know as soon as possible so she can change the designations for that school: angela.dugas@dpi.wi.gov.

- **Teaching and Learning International Survey (TALIS):** Notification for schools selected for this international teacher survey went out in the last few days. Letters were mailed to district administrators and principals; DACs in these districts should have received an email on Monday.

Reminder

- **Schools selected for TIMSS and ICILS:** If you haven't already, please send angela.dugas@dpi.wi.gov an email indicating who will be the designated school coordinator for the assessment. Angela has started contacting principals she hasn't heard from.

Civics Graduation Requirement Examination Change

- As part of 2017 Wisconsin Act 59, the minimum passing score on the civics test for high school graduation set forth by [Wis. Stat. 118.33\(1m\)\(a\)1](#) was increased from 60 to 65 out of 100. The way the law currently reads, current students who have not obtained a score of at least 65 are ineligible to receive a high school diploma. This means that students who previously scored between 60 and 64, but have not yet received a diploma will be required to retake the civics test to obtain this new statutory minimum. The DPI does not believe the legislature intended to nullify scores previously considered passing prior to Act 59. Therefore, the DPI will work with the legislature to amend the current language under Wis. Stat. s. 118.33(1m)(a)1 to apply the higher-score requirement under Act 59 to only those students who had not already obtained a passing score prior to September 23, 2017, the effective date of Act 59.

Please consider waiting for further details on this potential legislative amendment before requiring students to retake the civics graduation requirement exam. For more information on the civics graduation requirement examination, including participation requirements for students with disabilities, go to: <https://dpi.wi.gov/social-studies/laws/civics>.

DAC DIGEST DIGESTIBLES

Important Dates to Remember		
November	1: Forward Technology training webinar	Forward
	1: Forward Technology User Guide and additional resources available	Forward
	1-30: Complete Test Administrator (TA) training	ACCESS
	1-30: Install ACCESS TSM 9.2, update INSIGHT. Test Installations.	ACCESS
	1-30: Schedule time for students to take practice tests, especially the speaking test.	ACCESS
	3: DTC training recorded webinar available	Forward
	6: Window for submitting ACT accommodations requests in TAA opens. Window for managing test coordinator contacts, managing school participation, and selecting materials shipping dates opens in PearsonAccessNext.	ACT/WorkKeys
	8: Test coordinators attend Accommodations Q&A Training Session webinar, 10 a.m.	ACT/WorkKeys

	22: Accessibility training available	Forward
	27: Test session, accommodations setup Opens	ACCESS
	30: Test Materials Arrive & Additional materials window opens	ACCESS
	30: Ensure software up-to-date, run final system readiness checks	ACCESS
	30: Test coordinators attend Test Administration Q&A Webinar "Orientation, Configuration, Verification, & Preparation", 2:00 p.m.	ACT/WorkKeys
December	1: Deadline to manage school participation and choose ship dates for test materials	ACT/WorkKeys
	4: Test window opens	ACCESS
	4: Window to order WorkKeys accommodated materials opens	WorkKeys
	20: Braille materials order window opens	FORWARD

Important Tasks to Remember	
<input type="checkbox"/> Upload private school Pre-ID files to WIDA-AMS if necessary.	ACCESS
<input type="checkbox"/> Check Webinar Calendar and schedule time to view.	ACCESS
<input type="checkbox"/> Install software.	ACCESS
<input type="checkbox"/> Ensure staff train, pass quizzes.	ACCESS
<input type="checkbox"/> Plan for student test practice.	ACCESS
<input type="checkbox"/> Look for score report information in Educator Portal . Mail home to parents as soon as possible. <i>Please share with teachers as appropriate.</i>	DLM
<input type="checkbox"/> Update KITE Client on testing devices	DLM
<input type="checkbox"/> Ensure relevant team members are aware of the information regarding reading readiness assessment at Reading Readiness Overview and Reading Readiness FAQ .	Reading Readiness
<input type="checkbox"/> Manage test coordinator contacts in PearsonAccess^{next} .	ACT/WorkKeys
<input type="checkbox"/> Encourage school test coordinators to save the dates for webinar Q&A sessions.	ACT/WK/Aspire
<input type="checkbox"/> Submit requests for ACT-approved accommodations.	ACT

Online Resource Highlights		
<i>As new resources are posted to our website, we will include them here for your convenience. This is NOT an exhaustive list, but meant to highlight resources with significant relevance to our upcoming test windows.</i>		
Resource	Description	Assessment
Accessibility Guide	The guide contains information for classroom teachers, English development educators, special education teachers, and related services personnel as they select and administer universal tools, designated supports, and accommodations for those students who need them for the Forward Exam.	Forward
Managing Users in eDIRECT Guide	Guide to help DACs/SACs manage users in eDIRECT portal.	
Technology Resources	Forward Exam Technology Resources including the Technology User Guide, DTC Checklist, System Requirements, etc.	
Forward Calendar Webpage	DPI webpage listing key dates for the Forward Exam	
DLM Data and Results	DPI webpage with links to sample ISR cover letters and resources for understanding DLM Reports	DLM

District Test Coordinator Checklist	A quick checklist for all of the required DLM responsibilities	
Data Management Manual	A guide to the required steps for loading and editing data in KITE Educator Portal.	
PA^{Next} User Guide for the ACT	Schedule of test administration dates for ACT and WorkKeys	ACT/WorkKeys
PA^{Next} user Guide for WorkKeys	Summary document highlighting what is new in 2018 with WI state ACT testing.	
ACT Accommodations	DPI ACT Accommodations webpage with links to accommodations resources	
ACT EL Supports	DPI webpage of ACT English Learner supports resources	
ACCESS for ELLs Calendar	Provides an overview of relevant 2017-18 dates	ACCESS
Standard Setting Impacts	Information on the score changes starting 2016-17	
Report Card Resources	Various resources to assist in understanding, explaining, and using the 2015-16 school and district report card data	OEA